

1913

Ontario Department of Education

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U L L E T I N N O . 7

MAY, 1913

Agricultural Education

Signs of Progress in 1913

- I. Ontario Schools Teaching Agriculture, 1913
- II. What Constitutes Good Teaching of Agriculture
- III. School Progress Clubs in Ontario, 1913
- IV. Regeneration of Rural Schools

Doesn't he
represent great
possibilities
for good
citizenship?

Doesn't he
deserve the best
education
that
a school can
give him?



Shouldn't a
school take into
account
his present
surroundings
and his future
employment, and
give him what-
ever sound
instruction it is
possible to give
him in the
subject of
Agriculture?

THE ONTARIO COUNTRY BOY

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:

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1913

NOTE:—(1) One copy is sent to the Principal of every graded school; it is requested that he circulate it amongst his staff.
(2) Two copies are sent to every rural school. One copy is for the teacher and should be retained in the school. The other copy is for use in the School Section. PLEASE KEEP IT IN CIRCULATION.

THE FIGHT FOR AGRICULTURE

Every new subject has had to fight its way into a place amongst school studies. Agriculture has had one of the longest fights.

In 1847, at the beginning of our system of public instruction, Dr. Ryerson planned for a place for agriculture on the programme of school studies. There has never been a period since when effort has not been made by the educational authorities to introduce the subject. Dr. Ryerson's book was the first text-book prepared for use in our schools.

DEDICATORY PREFACE

From Dr. Ryerson's "First Lessons on Agriculture," 1870

TO THE HONOURABLE COMMISSIONER, PRESIDENT AND MEMBERS OF THE BOARD OF AGRICULTURE FOR UPPER CANADA.

Gentlemen:

I beg permission to present to you, and through you, to Canadian Farmers and their families, the following book, which I have prepared as an humble contribution to the great work which, by your voluntary and intelligent labours, you have done so much to promote, and which forms the basis and life of our country's wealth and prosperity.

Identified as I am by birth and early education with the agricultural population of this country, I regret to see so many of our agricultural youth leave the noblest of earthly employments, and the most independent of social pursuits, for the professions, the counting room, the warehouse, and even for petty clerkships and little shops. I know that persons in public offices, and inhabitants of cities and towns who have no farms, must, for the most part, bring up their sons to callings other than that of agriculture; personal peculiarities and relations may prompt to the same course in regard to some farmers' sons; and a divine call may select from the farm, as well as from the shop and college, for a divine vocation; but that, as a general rule, the sons of farmers, as soon as they begin to be educated, leave the farm, is a misfortune to the parties themselves, a loss to agriculture, and to the country. A boy's leaving the farm because he has or is acquiring a good education is an assumption or admission by all consenting parties, that the farmer does not need such an education; and as long as this is admitted, by farmers not being educated, agriculture will be looked down upon, instead of being looked up to, as a pursuit for educated men. . . . But let the boy be educated to make him a better farmer, as well as a better citizen; let it be assumed, and become a recognized fact, that a farmer must be educated to be a good farmer, as a lawyer, doctor, or clergyman must be educated as a master of his work, and agriculture will hold a rank equal to, if not above, that of law or medicine. . . .

I know it may be said by some, "Our fathers were not educated, and yet were successful farmers." But those very fathers will bear witness that they would have done and felt much better had they been educated. Besides, the soil was then new and more productive, and the mode of cultivating it most simple; but the culture of the soil, the growing of crops, the raising of stock, and the business transactions and social relations of the farmer, are very different now from what they were in former years.

The first and great staple interest of our country requires young men who will devote to agriculture their talents, their attainments, their fortunes, and their lives; and in no other pursuit is a wider and more inviting field of enterprise open to them. If this little book shall, among other things, tend to show how much science, art, refinement, and pleasure, as well as profit, are involved in the true pursuit of agriculture, and thus elevate it in the esteem and occupation of the agricultural youth of Canada, I shall be amply compensated for the labour of preparing it.

I have the honour to be, Gentlemen,

Your fellow labourer and obedient servant,
Toronto, August, 1870. E. RYERSON.

I—ONTARIO SCHOOLS TEACHING AGRICULTURE, 1913

Under the regulations governing the earning of special grants for giving systematic and practical instruction in Agriculture in rural and village schools, trustees and teachers are required to notify the *Director of Elementary Agricultural Education* of their intention to carry on the work as outlined in Circular 13.

The lists given below show the schools from which notices have been received this year; (C) after the teacher's name means that he or she holds a certificate in Agriculture; (S) that he or she has attended one summer session at the O. A. C. The figure after the school denotes the year in which the work was commenced. Schools not having the date are commencing the work this year.

In 1910, special grants were paid to 17 schools for this work, to 33 schools in 1911, to 100 schools in 1912, and this year 174 schools are undertaking to qualify for grants.

Trustees or teachers contemplating taking up the work in 1914 will find the scheme fully set forth in these Agricultural Education Bulletins; forms of notification will be found in the School Register.

| SCHOOL | SECRETARY | POST-OFFICE | TEACHER |
|--------|-----------|-------------|---------|
|--------|-----------|-------------|---------|

ALGOMA DISTRICT

| | | | |
|---------|----------|-------|------------------|
| 3 Korah | A. Hanna | Korah | Miss W. Westcott |
|---------|----------|-------|------------------|

BRANT COUNTY

| | | | |
|--------------------|--------------|-------------------|---------------------------|
| 23 Brantford, '11. | R. W. Henry | Brantford | Miss L. Carrow (c) |
| 15 Burford, '10. | J. McEwan | Fairfield Plains. | Miss C. B. Good (s) |
| 21 Burford and | | | |
| 5 Oakland, '12 | F. H. Davies | Fairfield Plains. | Miss J.P. Silverthorn (s) |

BRUCE COUNTY.

| | | | |
|-----------------|----------------|---------|-----------------------|
| 1 Carrick | J. M. Fischer | Mildmay | Miss K. Heffernan (c) |
| 10 Carrick, '12 | Geo. Schneider | Mildmay | Mr. Wm. P. McGee. |

CARLETON COUNTY

| | | | |
|-------------------|---------------------|-------------|-----------------------|
| 6 Fitzroy, '04 | A. G. Russell | Galetta | Miss M. G. Teskey (c) |
| 3 Gloucester, '04 | W. F. Ellis | Ellwood | Miss M. E. Wilson (c) |
| 5 Gloucester, '04 | H. Hardy | Bowesville | Miss K. O'Rielly (c) |
| 3 Huntley, '04 | J. H. Wilson | Carp | Miss G. I. Argue (c) |
| 1 March, '04 | A. H. A. Richardson | Huntley | Miss M. E. Wilson (c) |
| 6 N. Gower, '04 | B. H. Craig | North Gower | Miss C. Cameron (s) |

DUFFERIN COUNTY

11 E. Luther ... A. Colbeck Monticello Miss M. Batters (c)

DUNDAS COUNTY

14 Matilda E. Haggerty Brinston Mr. P. W. Payne (s)
 9 Mountain W. H. Hunt Mountain Miss E. J. Bates
 22 Mountain, '12. R. Bryan Mountain Miss Esther Bates
 10 Williamsburg. M. Froats Morrisburg Miss M. H. Breakell
 12 Winchester... J. W. Bogart Morewood Miss J. G. Quackenbush
 18 Winchester .. R. J. Anderson Winchester Miss M. K. Mullen
 Village C. W. Casselman.... Chesterville Miss K.M.Shannette (c)
 Village J. M. Whitteker.... Morrisburg Mr. C. R. Duprau.
 Village G. Elliott Winchester Miss M. E. Gardner.

ELGIN COUNTY

14 Aldborough .. A. J. McColl Rodney Miss B. Wilson.
 11 Bayham, '12.. C. L. Laing Bayham Mr. N. R. Stansell (c)
 11 S. Dorches-
 ter, '12.. Wm. H. Shields ... Belmont Mr. E. M. H. Ward.
 6 Dunwich J. C. Dundas Iona Station Miss W. A. Robson (c)
 11 Dunwich, '12.. J. A. Campbell Dutton Mr. J. Finlayson.
 14 Dunwich D. B. McPherson ... Wallacetown Miss A. B. Carless.
 5 Malahide M. Koyle Dunboyne Miss M. E. Baker (c)
 8 Malahide, '12. J. Richardson Luton Miss N. Harris (c)
 11 Malahide, '10.. A. L. Caverly Orwell Miss E. Morse (c)
 13 Malahide, '12 . A. R. Summers ... Aylmer Mrs. C. Bearss.
 16 Malahide A. W. Harvey Aylmer Mr. R. J. Wright.
 18 Malahide, '12. F. Trim Aylmer Miss L. M. Bearss (c)
 3 Southwold ... C. McArthur Southwold Miss M. L. Bailey.
 4 Southwold, '12 A. I. Ward St. Thomas Miss C. B. Begg.
 7 Southwold, '12 W. R. Miner Payne's Mills .. Miss M. Bucke (c)
 9 Southwold, '12 J. A. Orchard Shedden Miss M. Mackenzie (s)
 12 Southwold, '12 S. Teare Fingal Miss B. M. Waters (s)
 6 Yarmouth, '12. G. A. Emmett Sparta Miss Z. Emmett.
 13 Yarmouth, '11. C H. Denniss Sparta Miss M. C. Baker (c)
 18 Yarmouth, '12. E. E. Mills St. Thomas Miss M. Gilbert (s)
 24 Yarmouth, '12. A. E. Bucke..... St. Thomas Miss A. W. Cameron (c)

ESSEX COUNTY

4 Malden T. Martin North Malden ... Miss C. Stewart (c)
 7 Mersea P. Settingington..... Leamington Miss L. Clyde (c)

GLENGARRY COUNTY

3 Dunvegan ... D. K. McLeod Dunvegan Miss E. M. Hope (c)

GREY COUNTY

10 Bognor R. Miller Woodford Miss C. E. Neelands (s)
 3 Egremont ... D. Allen Holstein Mr. W. Burnett (c)
 9 Egremont W. M. Groat Holstein Miss E. Binnie (c)
 16 Normanby, '12 R. H. Fortune Ayton Mr. I. J. Halpenny (s)
 1 Osprey, '12 .. J. C. Finley Badjeros Miss S. Sprott (s)

HALDIMAND COUNTY

1 Dunn A. Hicks Pt. Maitland Mr. H. W. Edwards (c)
 7 Rainham F. Noble Fisherville Mr. J. H. Grogan
 7 Walpole J. Lishman Hagersville Miss C. D. Jennings (s)

HALIBURTON COUNTY

4 Cardiff T. J. Louny Highland Grove . Mr. A. G. Tate
1 Dysart James Emmerson .. Haliburton Mrs. M. McFadden
3 Monmouth ... W. J. Somerville ... Essonville Miss V. M. Wilson

HALTON COUNTY

| | | | |
|------------------|----------------------------|-----------------|-----------------------|
| 3 Nassagaweya, | '12.. H. J. Barberree..... | Moffatt | Miss L. Calvert (c) |
| 3 Trafalgar ... | T. E. Post | Trafalgar | Miss F. M. MacDonald |
| 6 Trafalgar | D. F. Ford | Omagh | Miss H. Johnstone (c) |

HASTINGS COUNTY

| | | | | |
|----|---------------------------|-----------------|------------|-----------------------|
| 12 | Huntingdon | C. A. Mitz | Ivanhoe | Miss M. Palmer (c) |
| 1 | Rawdon | A. B. Fargey | Stirling | Miss H. B. Allen (c) |
| 2 | Sidney, '11 | T. A. Blanshard | Belleville | Miss E. Parker (c) |
| 22 | Sidney and Rawdon, '12 | A. W. Green | Glen Ross | Miss Z. M. Cruess (c) |
| 17 | Thurlow, '12 | J. W. Hamilton | Plainfield | Miss H.T.McMullen (c) |

HURON COUNTY

17 Ashfield and
W. Wawanosh. H. M. DuffDungannonMiss M. A. Bailie (c)
3 Tuckersmith. W. D. WilsonBrucefieldMr. D. C. Dorrance

KENT COUNTY

| | | | | |
|----|--------------------------|----------------|--------------|-----------------------------|
| 8 | Camden '12 | J. S. Langford | Kent Bridge | Miss M. G. Williams (s) |
| 9 | Camden, '12 | M. Ethel Evans | Thamesville | Miss A. Ripley (c) |
| 2 | Chatham '11 | R. Miller | Chatham | Miss E. E. Abraham |
| 3 | Chatham and Camden | | Tupperville | Miss A. E. Fritz (s) |
| 4 | Chatham | E. W. Hardy | Kent Bridge | Miss F. B. Lather |
| 12 | Chatham '12 | W. T. Browne | Tupperville | Miss A. M. Sillers (c) |
| 1 | Harwich | W. W. Everitt | Chatham | Miss W. Cornforth (c) |
| 4 | Harwich '12 | J. A. Cameron | Blenheim | Miss M. A. Henry (c) |
| 12 | Harwich and 15 Howard | E. J. Mooney | New Scotland | Mr. J. C. Black |
| 6 | N'th Chatham '11 | H. Nichols | Eberts | Miss B. Sheppy |
| 6 | S'th Chatham '12 | H. Nichols | Eberts | Miss M. E. Payne (c) |
| 9 | Orford '12 | G. W. Clark | Muirkirk | Miss E. I. Long |
| 3 | Raleigh '12 | H. L. Brown | Chatham | Miss E. M. Allingham (s) |
| 4 | N. Raleigh | W. J. Shrive | N. Buxton | Mr. A. Alexander (c) |
| U6 | Raleigh '11 | A. J. Johnston | Chatham | Miss J. L. Rowe (c) |
| 12 | Raleigh '12 | H. A. Clark | Chatham | Miss M. Sterritt (c) |

LAMBTON COUNTY

| | | | | | | | |
|-----|-------------|-------|------------------|-------|------------|-------|-----------------------|
| 8 | Bosanquet | ... | W. H. Tidball | ..... | Ravenswood | .... | Miss M. Capes (c) |
| 20 | Enniskillen | .. | W. W. Crookes | ..... | Copleston | ..... | Mr. J. J. Matthews |
| 23 | Enniskillen | | | | | | |
| '12 | | | J. C. Maw | ..... | Wyoming | ..... | Miss M. McDonald (c) |
| 1 | Euphemia | '12. | E. M. Moorehouse | .. | Shetland | ..... | Mr. A. H. Rush (s) |
| 9 | Moore | ..... | Wm. Hayward | .... | Waubuno | ..... | Miss H. Heddle (s) |
| 4 | Plympton | .... | M. Leach | ..... | Wyoming | ..... | Miss H. E. Brooks (s) |
| 7 | Plympton | .... | George Lucas | ..... | Wyoming | ..... | Miss J. McDonald (c) |
| 1 | Sarnia, '12 | ... | J. Y. Bird | ..... | Mandaumin | .... | Miss E. H. Crone (c) |

LANARK COUNTY

10 BathurstAlex. KeaysHarperMr. R. Balderson

LINCOLN COUNTY

1 Clinton '12 .. E. K. Goodall.....BeamsvilleMiss E. M. Sann (c)
U1 Clinton and
2 Louth, '04..A. H. CulpVinelandMr. F. J. Newhouse (c)
U3 Clinton and
27 LouthJ. WismerJordanMiss A. Fry
3 Gainsboro '11.H. H. Hitchcock....SilverdaleMiss L. M. Field (c)
1 Louth '10 ...A. C. Gregory.....St. Catharines...Miss M.A.Eberhardt (c)
U3 Louth and 2
ClintonF. SumnerVinelandMr. G. W. Clark
U8 Louth and 2
Grantham, '11.W. S. WilsonSt. Catharines ..Miss B. A. Shields (c)

MIDDLESEX COUNTY

| | | | |
|------------------|-----------------------|--------------------|------------------------------|
| 6 Biddulph | Wm. Brownlee | Lucan | Miss G. K. Elliott (c) |
| 6 Biddulph | | | |
| (Sep) | Z. McIlhargey | Elginfield | Miss K. Crunican |
| 6 Caradoc | R. T. Runnals | Mt. Brydges, | |
| | | R.M.D. 2 | Miss K. H. Thornton |
| 12 Caradoc '12 | .. F. Hutcheson | Falconbridge | Miss E. McLauchlan (c) |
| 15 Caradoc (vil) | T. C. West | Mt. Brydges | Miss E. M. McDougall |
| 19 Dorchester | ... A. W. Denning | Belmont | Miss M. E. Russell (s) |
| 7 Lobo | W. A. Caverhill | Vanneck | Mr. J. N. Campbell |
| 7 London | W. H. Telfer | Vanneck | Miss K. Crosbie (s) |
| 16 London | W. E. Talbot | Ballymote | Miss A. N. Bannerman |
| | | | (s) |
| 7 Metcalfe '12 | .. R. Bryant | Strathroy | Miss M. A. Brown (c) |
| 3 Westminster | | | |
| '12 | Wm. King | London | Miss F. Cleveland |
| 17 Westminster | .. E. T. Bainard | Lambeth | Miss L. M. Redick (c) |
| 3 W. Nissouri | .. A. Bailey | Thorndale | Miss V. M. Sinker |
| 8 W. Nissouri | .. Jos. Cunningham | Thorndale | Miss B. M. Hobbs (s) |
| Village | E. L. Sproat | Lucan | Miss E. L. Sproat |

NIPISSING COUNTY

4 Dymond '12 ..J. E. MarriottNew Liskeard ...Miss E. McGugan (c)

NORFOLK COUNTY

| | | | |
|-----------------|---------------|------------|-------------------------|
| 3 Windham '12 | O. Davis | Lynnville | Miss M. Freeman (c) |
| 12 Windham '10 | A. Slaght | La Salette | Miss M. G. Hamilton (c) |
| 8 and 15 Hough- | | | |
| ton and Bay- | | | |
| ham | J. A. Garnham | Guysboro | Miss E. Birdsall (s) |

ONTARIO COUNTY

8 Pickering H. Pugh Whitevale Miss M. McCallum

OXFORD COUNTY

| | | | | | | | |
|----|-----------|-------|--------------|-------|-------------|-------|-------------------------|
| 4 | Blandford | ... | R. Pettigrew | ..... | Plattsville | ..... | Mr. H. G. Murray |
| 7 | Blenheim | '12. | W. Richmond | ..... | Washington | ..... | Miss J. Fleming |
| 13 | Blenheim | '12. | J. D. Wilson | ..... | Drumbo | ..... | Miss J. E. McArthur (c) |
| 2 | E. Zorra | ..... | A. Moon | ..... | Woodstock | ..... | Miss J. R. Sherriff (c) |
| 6 | E. Zorra | ..... | A. King | ..... | Hickson | ..... | Mr. D. A. MacDonald |
| | | | | | | | (c) |

PEEL COUNTY

| | | | |
|-----------------|--------------------|------------------|-----------------------------|
| 10 Caledon | E. D. Barber | Alton | Miss L. Clark |
| 10 Chingua- | | | |
| cousy | J. H. Watson | Snelgrove | Miss J. G. Smith |
| 24 Chingua- | | | |
| cousy | W. Maltby | Malton | Mr. J. McMullen |
| 10 Toronto Gore | J. Bland | Castlemore | Miss M. I. Taylor (c) |

PERTH COUNTY

| | | | | | | | |
|----|---------------|-------|---------------------|-------|--------------|-------|-----------------------|
| 10 | Blanshard | ... | W. Spearin | ..... | Berryland | ..... | Miss O. Matthews |
| 14 | Blanshard | | | | | | |
| | and Fullarton | .. | J. Kelland | ..... | Science Hill | .... | Miss B. I. Turner |
| 3 | Downie '11 | . | D. M. Ballantyne | ... | Stratford | ..... | Miss L. Fuller (c) |
| 1 | Elma '10 | ..... | T. J. Tughen | ..... | Trowbridge | ..... | Miss J. M. Melvin (c) |
| U6 | Logan | ..... | A. Chalmers | ..... | Monkton | ..... | Mr. M. McGregor |
| 1 | Mornington | | | | | | |
| | '12 | ..... | D. Schwartzentruber | | Milverton | ..... | Miss M. A. Smyth |

PETERBOROUGH COUNTY

8 Otonabee E. L. Duffus Peterboro Miss A. M. Black (c)

RAINY RIVER DISTRICT

| | | | | |
|---|-------------|------------|---------|-------------------|
| 4 | Dobie | A. Both | Barwick | Miss M. E. Donald |
| 1 | Worthington | E. J. Ryan | Sleeman | Mrs. L. O. Lee |

RENFREW COUNTY

| | | | | |
|-------|---------------|-------------|------------|----------------------|
| 10 | Admaston and | | | |
| 9 | Horton '12... | P T Barry | Renfrew | Miss A. Jamieson (c) |
| 8 | Wilberforce | | | |
| '12 | ..... | August Sack | Germanicus | Miss I. V. Günter |
| ..... | ..... | ..... | Locksley | Mr. L. Günter |

RUSSELL COUNTY

5 Cumberland
'11 J. A. Gamble Cumberland Miss A. L. Dunning (c)

THUNDER BAY DISTRICT

1 Neebing J. M. Russell W. Ft. William.. Miss E. Osborne

VICTORIA COUNTY

6 Fenelon, '12 ..P. NorthcottCameronMiss M. J. Langsford (c)
9 Verulam, '12 W. ThurstonBobcaygeonMiss E. E. Bannan

WATERLOO COUNTY

| | | | | | | |
|----|-----------------|--------------------|-------------|-----------|------------------------------|--------------------------|
| 6 | Waterloo, '11. | A. S. Shoemaker... | Berlin | ..... | Miss L. E. Arnold (c) | |
| 7 | Wellesley, '11. | A. Eydt | ..... | Kingwood | Mr. A. J. Kaufmann (c) | |
| 13 | Wellesley | .... | L. Baechler | ..... | Hawkesville | Miss E. Lackner (s) |
| 16 | Wellesley, '12. | C. F. Ottmann | ..... | Wellesley | ..... | Mr. E. V. Nattress (c) |

WELLAND COUNTY

7 Crowland, '12. W. W. Marshall ... Welland Miss R. A. Tate (c)
9 Wainfleet R. Henderson Perry Station .. Miss F. M. Christian-
son (s)

WELLINGTON COUNTY

| | | | |
|----------------|-----------------|--------------|-------------------------|
| 3 Guelph, '05 | C. R. Blyth | Marden | Mr. P. H. Buchanan (c) |
| 6½ & 7 Guelph, | | | |
| '04. | J. A. Macdonald | Guelph | Mr. J. A. Macdonald (c) |
| 2 Minto, '12 | W. Reid | Palmerston | Mr. F. L. Ferguson |
| 9 Minto | T. W. Ellis | Drew Station | Miss C. L. Costin |

WENTWORTH COUNTY

| | | | | |
|----|----------------|-----------------|--------------|-------------------------|
| 2 | Ancaster | G. Richards | Copetown | Miss H. P. Lee |
| 3 | Barton | A. E. Mountain | Chedoke | Miss E. F. Dunlop |
| U3 | Barton, '12 | C. R. Gage | Ancaster | Miss L. Nixon |
| 3 | Beverley | W. F. Hunt | Copetown | Miss B.S. Henderson (s) |
| 8 | Beverley, '10 | W. J. Patterson | Rockton | Miss A. Tennant |
| 1 | Saltfleet, '12 | A. E. Kimmins | Winona | Mr. W. B. Johnston (s) |
| 9 | Saltfleet, '11 | M. Lee | Stoney Creek | Miss C. E. Horning |

YORK COUNTY

| | | | | |
|----|---------------------|-----------------|-------------|-------------------------|
| 1 | E. Gwillimbury | D. W. Lepard | Newmarket | Miss L. Cleland |
| 5 | E. Gwillimbury, '12 | F. Millen | Queensville | Mr. Wm. Burkholder |
| 10 | Etobicoke | | Thistledown | Miss F. Dixon |
| 19 | King, '12 | J. W. Larkin | Nobleton | Miss A. V. Neelands (c) |
| 12 | Markham, '12 | R. E. Sanderson | Stouffville | Miss M. I. Klinck (c) |
| 1 | Scarboro, '11 | J. A. Rennie | Agincourt | Miss M. Doherty (c) |
| | Village | J. W. Hennessay | New Toronto | Miss E. W. Nattress (c) |

NOTE.—Notices have been received from the following schools also, but too late to be inserted in the lists above.

| | |
|---------------------------------|---------------------------------|
| Addington Co. .. 13 Camden Tp. | Huron Co. 1 W. Wawanosh. |
| Bruce Co. 3 Kincardine Tp. | Oxford Co. 15 E. Zorra Tp. |
| Hastings Co. 7 Thuriow Tp. | Perth Co. 4 Downie Tp. |

II—WHAT CONSTITUTES GOOD TEACHING OF AGRICULTURE

In this new undertaking of teaching agriculture many teachers feel uncertain as to whether they are following proper methods or getting the proper results. The field of instruction is so large and their own knowledge so limited that they feel as if they were groping in the dark. There is, besides, so much public indifference to their undertaking, if not active opposition, that they wonder whether they are right in attempting to make a beginning or whether the effort is really "worth while."

The following observations may help teachers to judge fairly for themselves of the quality of their work.

HOW CAN I KNOW WHETHER I AM TEACHING AGRICULTURE SATISFACTORILY?

These are some of the signs:

1. When, in at least one well-prepared lesson every week, you instruct the older pupils in some important facts, principles or practices regarding soils, drainage, cultivation, fertilizing, rotation of crops, farm management, farm bookkeeping, farm arithmetic, farm buildings, farm machinery, im-

proved seed, noxious weed seeds, selection of seed, care of horses, cattle, or poultry, butter making, pruning of trees, methods of grafting, spraying, or the hundred and one affairs of agriculture, *you are really teaching Agriculture*. Agriculture here is not taken to mean the observing of birds, insects, flowering plants, etc., ordinarily taken up under the name of Nature Study.

2. When your method is based on sound Nature Study methods; when you lead the pupil to observe, to inquire, to read, to experiment, to discover for himself—basing instruction on the self-activity and experience of the pupil; when you count results not in terms of *how much is learned*, but in terms of *interest aroused* or of *power of attainment developed*; when you centre lessons around the near-at-hand and the commonplace employments and interests of the homes, *you are really teaching Agriculture—Nature Study Agriculture*.

3. When your pupils look forward joyfully to the weekly lesson in agriculture; when they help gladly in preparing for the lesson; when they become interested in experimenting and reading; when they repeat their instruction at home and you hear fathers and mothers say: "My children know more than I do about these things." or "I did not get these things when I went to school, but I wish I had," *you are really teaching Agriculture*.

4. When the practical side of the work appeals to the neighbourhood; when the people see that the garden work done by the children at school or home really has a sensible, educational purpose, and that it is work, moreover, from which valuable information can be acquired by adults, and when they see that garden work is not the end in itself, *you are really teaching Agriculture*.

5. When you receive encouragement in your work; when the most progressive people in the neighbourhood—those who take an interest in the progress of education, support your effort, in spite of the blunders you are sure to make or of the insufficiency of your experience and knowledge, *you are really teaching Agriculture*.

6. When your school becomes more of an object of intelligent interest and pride to the neighbourhood; when the people see new possibilities in education; when they desire to improve the conditions at the school; when the school becomes the local *beauty-spot*; when the people visit the school oftener, *you are really teaching Agriculture*.

7. When your school becomes of more use to the people in the neighbourhood; when they make use of agricultural books, magazines, and bulletins furnished from the school library; when improved seed is introduced through children's work; when simple and valuable experiments or demonstrations are carried out in the garden; when the agricultural work leads to meetings at the school-house of Farmers' Clubs or other organizations; when the school playground becomes the centre for local games, being enlarged for this purpose, if necessary, *you may be sure that you are teaching Agriculture*.

III—SCHOOL PROGRESS CLUBS IN ONTARIO
1913

The schools listed below have organized Progress Clubs amongst the pupils in the higher classes, and have secured their planting material from the Schools' Division of the Experimental Union. Besides these, there are a great many other schools throughout the Province undertaking similar practical work under the encouragement of the County Agricultural Representatives or independently. In Kent County one of the Field Agents for Agricultural Education has organized Corn Clubs in ten country schools.

These children's clubs are not planned merely to grow improved crops. Improved education for country children is the chief desideratum. The skilled teacher will put the children's experiences in the practical work carried out at home to the best possible uses in school, through oral reports, in writing and reading essays, in reading up related topics in bulletins and agricultural papers, in conducting meetings and debates, in working arithmetic problems based on the work.

The scheme is fully explained in Agricultural Education Bulletin No. 3.

| SCHOOL | P.O. ADDRESS | NAME | WORK |
|-----------------|-----------------|---------------------|--------------------|
| BRUCE COUNTY | | | |
| 1 Cape Croker | Cape Croker | Improvement | Potatoes. |
| CARLETON COUNTY | | | |
| 1 March | Huntley | Elm Park | Potatoes. |
| DUFFERIN COUNTY | | | |
| 2 Melancthon | Horning's Mills | Melancthon Farmers. | Barley. |
| DUNDAS COUNTY | | | |
| 10 Williamsburg | Morrisburg | Variety | Oats. |
| ELGIN COUNTY | | | |
| 14 Aldborough | Rodney | Fern Dell | Potatoes, Corn. |
| *11 Bayham | Bayham | Wide Awake | Potatoes, Poultry. |
| *7 Southwold | Payne's Mills | | Poultry. |
| 18 E. Yarmouth | St. Thomas | | Potatoes. |
| ESSEX COUNTY | | | |
| 7 Mersea | Leamington | | Potatoes, Corn. |

GLENGARRY COUNTY

*3 Kenyon Dunvegan Busy Bee Potatoes, Canning,
Poultry.

GREY COUNTY

16 Normanby Ayton Ayton Potatoes, Canning,
*1 Osprey Badjeros Want-to-Know Canning, Poultry.

HALDIMAND COUNTY

7 Rainham Fisherville Pupils' Own Potatoes.
10 Walpole Jarvis Potatoes.
17 Walpole Nanticoke Young Grain Grow-
ers' Barley, Oats.

HALIBURTON COUNTY

4 Cardiff Highland Grove Potatoes, Corn.
*9 Minden Minden Active Workers Poultry.

HASTINGS COUNTY

10 Huntingdon Crookston White Lake Potatoes, Corn.
*7 Thurlow Plainfield I. C. U. Poultry.

KENT COUNTY

*4 Harwich Blenheim Fourth Line Juniors Poultry.
6 Harwich Blenheim The Heights Potatoes, Beets.

LAMBTON COUNTY

23 Enniskillen Wyoming Willing Workers Corn, Canning.
*1 Sarnia Mandaumin I'll Try It (I.T.) Potatoes.

LANARK COUNTY

10 Bathurst Harper Herald Potatoes.

LINCOLN COUNTY

*U1 Clinton and 2
Louth Vineland Sta. Better Poultry Poultry.
*U2 Clinton and 3
Louth Vineland Vineland Potatoes, Poultry.

MIDDLESEX COUNTY

4 Metcalfe Walker's Walker's Corn.

OXFORD COUNTY

*4 Blandford Plattsville Busy Bees Potatoes, Corn,
Poultry.
*6 E. Zorra Hickson Poultry.

PEEL COUNTY

6 Caledon Belfountain Potato Potatoes
8 Caledon Caledon Caledon Potato Potatoes, Canning
22 Chinguacousy Brampton Potatoes, Canning
24 Chinguacousy Malton Wide Awake Potatoes, Corn.

PERTH COUNTY

| | | | |
|-------------|-----------------|------------------|------------------------|
| *3 Downie |Stratford |Black Creek |Poultry. |
| 4 Downie |Stratford |Emerald |Potatoes. |
| *1 Elma |Trowbridge |Sunbeam |Canning, Poultry |
| 2 Fullarton |Munro |Beaver |Potatoes. |
| 5 Fullarton |Kirkton |Kirkton |Potatoes, Canning |

PETERBOROUGH COUNTY

| | | | |
|-------------|-------------------|--------------------|---------------------------------|
| *8 Otonabee |Peterborough |Boys' Poultry |Alfalfa, Corn, Poultry. |
|-------------|-------------------|--------------------|---------------------------------|

PRESCOTT COUNTY

| | | |
|------------------|-------------|---------------------|
| 1 S. Plantagenet | ..Riceville |Oats, Canning. |
|------------------|-------------|---------------------|

RAINY RIVER DISTRICT

| | | | |
|---------------|-----------------|--------------------|---------------------|
| 7 Chapple |Black Hawk |Maple Leaf |Corn. |
| 1 Worthington | ..Sleeman |Sleeman Alert |Oats, Canning. |

STORMONT COUNTY

| | | | | | | |
|--------------|-------|--------------|-------|---------|-------|--------------------|
| *4 Cornwall | ..... | Mille Roches | ..... | Beaver | ..... | Potatoes, Poultry. |
| *8 Finch | ..... | Berwick | ..... | Ashburn | ..... | Oats, Poultry. |
| 8 Roxborough | ..... | Gravel Hill | ..... |  |  | Corn, Canning. |

THUNDER BAY DISTRICT

| | | |
|--------------|-------------------|---------------|
| * Collegiate |Fort William |Poultry. |
|--------------|-------------------|---------------|

VICTORIA COUNTY

| | | | |
|-----------|--------------|--------------|----------------|
| 6 Fenelon |Cameron |Cameron |Potatoes. |
|-----------|--------------|--------------|----------------|

WELLINGTON COUNTY

| | | |
|-----------|-------------|---------------|
| *3 Guelph |Marden |Poultry. |
|-----------|-------------|---------------|

WENTWORTH COUNTY

| | | |
|-------------|-------------------|-------------------------|
| U3 Barton |Ancaster |Canning. |
| *5 Flamboro |Carlisle |Potatoes, Poultry. |
| 9 Saltfleet |Stoney Creek |Poultry. |

YORK COUNTY

| | | | |
|------------|------------------|----------------|------------|
| 12 Markham |Stouffville |Busy Bees |Corn. |
|------------|------------------|----------------|------------|

NOTE.—The schools above marked with an * are being supplied from the Poultry Department of the Agricultural College with eggs from an improved egg-laying strain of Barred Rocks. They are given to school poultry clubs with the condition that the following spring, the school receiving the settings will furnish an equal number of settings to a nearby school free on the same conditions. By this means the schools throughout the province may become active in promoting improvements in poultry.

This distribution of eggs is limited to 100 dozen and as far as possible to schools where the teaching of agriculture under permanent teachers is well established. The conditions are explained in Agricultural Education Bulletin No. 3.



The above group shows the teachers who attended the summer school at the O.A.C., 1912. There was never a teachers' convention that so throbbed with life and enthusiasm as did this rural betterment class during the whole short course.

IV—REGENERATION OF RURAL SCHOOLS

M. D. MOFFAT

Reproduced from the October, 1912, number of the *Farmers' Magazine*, by the courtesy of the Editor.

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness." So, Dickens described the year of our Lord one thousand seven hundred and seventy-five. So any one might describe the year one thousand nine hundred and twelve. Something like a panic seems to have seized educators in certain quarters, over the inadequacy of the Public School system to the rapid changes in modern life. Scare-lines are often necessary to make him who runs stop and read. People have been "casting their children on the waters of second-hand instruction to find them ignorant after many days;" to find them blind and deaf to the wonderful things around them and incompetent when they have entered the battle of life.

A child is born equipped for life. He spends his first year getting control of his body. In his second year he learns the name of all the things and people surrounding him, what they are for, and what they do. In three years he has made vastly greater use of his brains than his parents have of theirs in the same time. He inherits something of disposition and talents from one or both parents or from some ancestor. He passes through the stages of mental and physical growth common to all children. But he has also some power different from all ancestors and all the race which makes him individual. This individuality is God-given and is intended to contribute to the progress of the race. This is that in a child which demands reverence from teachers and parents. It behoves them to be "wise as serpents, harmless as doves," in dealing with him.

In the *Just-So Stories*, Kipling says: "The Eldest Magician took the Cow, All-the-Cow-there-was, in the very Beginning, and said, 'Play at being a cow.' And All-the-cow-there-was, played. He took the Elephant, All-the-Elephant - there - was, and said, 'Play at being an Elephant.' And All-the-Elephant-there-was, played. He taught all the animals the play they were to play." But it seems that when the Eldest Magician sends a Man into the world and says, "Play at being a man," other mankind creatures interfere. They take an active interested being, capable of planning and carrying out his plans, and, during the most useful hours of



Miss Watson, with her scholars, at the Central School, Goderich.

the days when he is growing rapidly in power, they shut him in a badly ventilated room, sit him on a seat fastened to the floor, put a brake upon his natural activity, reverse the energized motors of his being, and, like the Mother-Goose Man and his Cow, bid him consider. Meanwhile the world goes by outside. And the Work of the World goes on outside. Both the Child and his Teacher miss the vital experience of life.

EDUCATION LITERALLY MEANS ACTION

When Mr. Wickfield asked dear old Aunt Betsy for her motive in sending David Copperfield to school, she exclaimed, "Motive? Why, to make the child *happy* and *useful*!" A good educational system is known by its fruits. It makes children happy, purposeful, reliable, and capable of contributing something of their own to the world's good. Psychologists say that there is no mental growth unless mental processes are followed by *some expression in action*. Education is the symmetrical development of all the powers of the individual, physical, technical, social, and spiritual. The Past has given too much regard to those occupations which permitted white hands and clean clothes. It is to be hoped that this regard belongs entirely to the Past.

George Macdonald, that writer of wise and beautiful things, said: "The day will come—and may I do something to help it hither—when

the youth of our country will recognize that, taken in itself, it is more manly, and therefore, in the true sense a *more gentle thing*, to follow a good handicraft, if it make the hands black as coal, than to spend the day in keeping books and making up accounts. Not but that, from a higher point of



School section No. 12, Sydney, Hastings County.



A general View of the School Gardens at the Consolidated School at Guelph.

view still, all work set by God and done divinely, is of equal honour, but where there is a choice, I would gladly see a boy of mine choose rather to be a blacksmith or a watchmaker or a bookbinder than a clerk. Production, making, are higher things in the scale of reality than transmission, such as buying and selling. It is, besides, easier to do honest work than to buy and sell honestly. The more honour, of course, to those who are honest under the greater difficulty!"

UTILITY SUBJECTS

Respect for labour and the value of handwork will never have the place they should have in the opinion of children and people until what are known as the *utility subjects* are given the same prominence in schools as the cultural subjects.

Of course, all that many people expect of the school is to teach their children a little readin', spellin', and writin', and a little figurin'. The school, however, has always had a higher ideal than that and has a greater responsibility than that. *Whatever* contributes to the making of intelligent, resourceful boys and girls should be made use of in their development. The great cause of incompetence in every line of work is that there are so many Misfits—men and women working at one trade when they should be at another entirely different. It is not an unquestionable truth, "If you think you can, you can." If children in school had an opportunity to do different kinds of handwork it could be found out what they *are* fitted for and prevent scores of otherwise useful lives being wasted.

WHAT ONTARIO IS DOING

For four years the Government of Ontario has supplemented the regular Teachers' Normal Course by a free special training in Industrial Arts, Domestic Science, and Elementary Agriculture and Horticulture, with a view to having teachers of the utility subjects available to boards of trustees desiring them. After this lapse of time, boards of trustees are *merely beginning* to advertise in the Provincial papers for a teacher with one of these additional qualifications. The Ontario Government gives ample grants to rural schools to cover all expenses in establishing school gardens and permanent grants for their maintenance. It has appointed a Director of Agricultural Education whose business it is to plan the work and assist

trustees and teachers with it. The work has been thoroughly described in circulars which have been sent to every school in the Province. Teachers are spending extra months qualifying themselves, forfeiting the salaries they could be earning during those months. Other teachers are utilizing half their holidays at their own expense to take the training in School Gardening at the O. A. C. And people, the people whose concern it should be—let these opportunities come—to pass! It is like the story of the man who stood all day on London Bridge offering the passers-by a hatful of guineas. All they needed to do was to help themselves. They looked suspiciously at the hat—and not one took advantage of the gift.

Even if a board of trustees didn't want to add a school garden to the equipment of the school, isn't it reasonable to expect them to advertise for the most alert, progressive teacher they can get? A teacher with even one month's training at the Ontario Agricultural College is more alive and has a better prospect of staying alive, educationally, than any six who have never had that training.

Whether people are awake to the fact or not, this school garden is slowly but surely making its way in the rural educational system of America, and in fact, the civilized world. In Europe, according to one authority, there are eighty-one thousand school gardens from Sweden to Switzerland. In Victoria State, Australia, there are two thousand three hundred schools, two thousand of them having gardens. Agriculture in Victoria State is taught by means of experimental plots in four hundred schools, the work having the active support of the Government and the Press. In Ontario



Miss Christine Cameron and her school garden, Carleton County.

last year thirty-three rural schools received the grant for having school gardens and having Agriculture taught by certified teachers. This year, Elgin county alone has nineteen schools qualifying for grants. Lincoln, Kent, Middlesex, and other counties are gradually becoming converted to the idea as being practical and sensible. The first five rural school gardens were established in Carleton county at the beginning of the Macdonald movement in 1904. The numbers are increasing.

The school garden provides for exercise in the open air, which is a benefit physically. It meets that requirement which child-nature demands—something to do with the hands. It helps to create a school spirit. This is important. It is the beginning of a community spirit, or the working together of persons for the good of the community.

How many schools have a spirit of pride in OUR SCHOOL? By the way, a name helps to establish a school spirit. In Alberta, as soon as a school is



Springwater school, East Elgin. Harvest time in the school garden.

born it is named and registered like a child. The trustees submit a few names to the Government to avoid duplicates, and the Government names the school—Eclipse, Rabbit Hill, or Huron, as it may be. "This is our school. We want it to *look* the best in the Inspectorate. We want it to *be* the best. I am going to put neat and good work into my book because it will spoil the good name of our school if a pupil

does poor work. I am going to take good care of my garden plot because it will spoil our school garden to have one weedy plot in it. I must remember to shut the gate because it would be a shame that by my carelessness the sheep should get in and ruin *Our School Garden*." This working together for the good of the community is a stage which mankind has not fully reached. The bees and the ants have learned the art. Not so, Man!

There is nothing like giving a child a plot of his own to teach him to regard the rights of others. If he has difficulty making other children respect his plot or guarding it from destruction by stray animals, he learns to be careful of the property of others. Teachers find that children need this kind of training—training which they will lack unless they get it at school. For children will care for their individual plots or for the part of a class plot they sowed, but they won't help with a plot belonging to another—unless they are taught to do so.

From watching growing things, children learn the value of law and obedience to it. If they obey Nature's laws she will use all her forces to give success in their work. If they neglect to obey her laws the garden will be a failure. People so often say of a plant, "Something took it and it died," or "Something has eaten it." They are not at all concerned to know what took it, or what ate it. That is the end of the matter. The garden teaches the child not to stop at the place where "Something took it," but to find out why, to apply a remedy if there is one, to try again, and be more watchful and more careful and industrious.

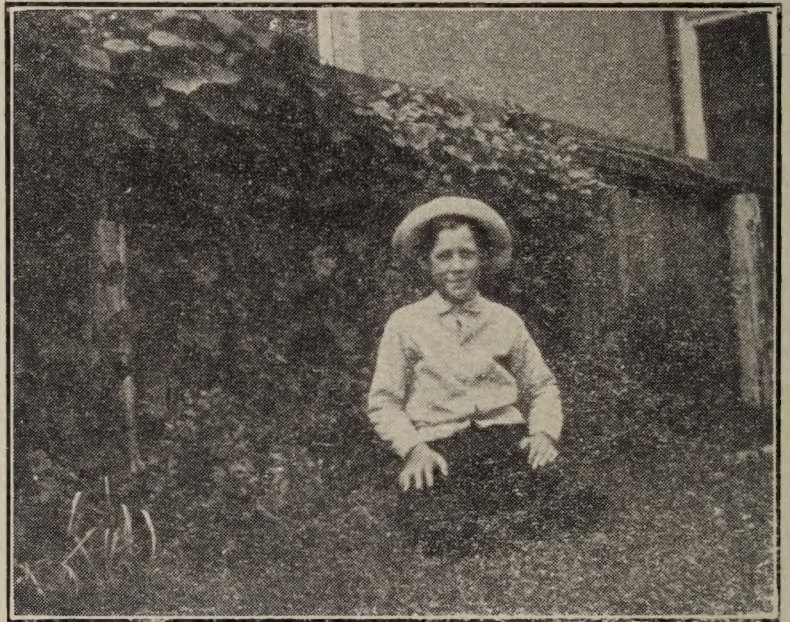
Any one who observes child-nature knows that a boy will work at a play-farm at school with more interest, enjoyment, and spontaneity than he



Three enthusiasts in the work.

will at the real thing at home. Just as a girl will take to sewing at school with the teacher with better grace than she does when her mother tries to teach her. Such is the contrariety of human nature. But it is human nature, and like waste material, can be turned to a valuable by-product.

The School Garden can be made a help to the whole community. Under the direction of the Experimental Union, it can be adapted to the needs of any locality. A teacher reports that farmers in her section had difficulty in getting a catch of alfalfa. She had a school plot of alfalfa, part of which was inoculated with culture obtained from the O. A. C. As the farmers passed the school they stopped to see how the alfalfa plot was succeeding. Children, under a competent teacher, learn to experiment, and farm intelligently, finding out the best varieties of grains, vegetables, and flowers. They test for themselves dates and depths of sowing, the value of clean land, drained and well cultivated. They study soils and learn how to treat them to obtain the best results. They learn to know friends and foes among insects and bacteria. And all of this, not alone because it will some day put money in their pockets—to earn more, learn more—but for the joy of producing good things by their own effort. In no other line of school work can a teacher see her pupils growing in power, observing, comparing, increasing in love of useful activity, pride of work well done, and in usefulness to one another.



A city boy whom school gardening won to like school work.

Parents have often seemed afraid of the time when their children would know more than they did themselves. Their children having more advantages and growing up in an age of conveniences, should be expected to know more—much more, and to accomplish more—far more than the parents have been able to do. “We should so live and labour in our time, that what comes to us as seed may go to the next generation as blossom, and that which comes to us as blossom, may go to it as fruit. This is what we mean by Progress.”

Ontario Department of Education

Publications Relating to Elementary Agriculture, School Ground Improvement, Etc.

Copies of these publications have been sent to all the schools, and teachers should see that they are retained in the schools for the use of teachers, trustees, or pupils. So far as the supply will admit of it, additional copies are sent to teachers or others requesting the same for personal use. Some of the circulars are for pupils' use; additional copies of these are furnished free to teachers who make use of them in the classes. Address Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph.

Circulars and Charts

| | | |
|--------------|------|--|
| | 1908 | Improvement of School Grounds. |
| | 1909 | Plans for Rural School Buildings. |
| Circular 13, | 1912 | Regulations Relating to Elementary Agriculture and Horticulture in School Gardens, with a survey of the Work in Ontario in 1911. |
| Circular 13A | 1912 | Children's Gardening. (<i>For Pupils</i>) |
| Circular 13B | 1913 | Spring and Summer Courses for Teachers at the Ontario Agricultural College, Guelph. |
| Circular 13D | 1912 | Alfalfa or Lucerne. (<i>For Pupils</i>) |
| Chart No. 1 | 1912 | Alfalfa or Lucerne. |
| Circular 13E | 1912 | On the Best Time to Sow Spring Grains. (<i>For Pupils</i>) |
| Chart No. 2 | 1912 | On the Best Time to Sow Spring Grains. |

Agricultural Education Bulletins

| | | |
|-------------|------|--|
| No. 1, Jan. | 1913 | The Story of an Ontario School Garden. |
| No. 2, Jan. | 1913 | Agriculture in the Schools of Ontario. |
| No. 3, Feb. | 1913 | Suggestions and Helps for Teaching Agriculture and Carrying on School Gardening. |
| No. 4, Mar. | 1913 | The Dominion Agricultural Instruction Act, etc. |
| No. 5, Mar. | 1913 | The Carleton County Potato-Growing Contest, 1912 |
| No. 6, Apr. | 1913 | School Improvement and Arbor Day. |
| No. 7, May | 1913 | Signs of Progress in 1913. |

Instruction Sheets

In addition to the circulars, bulletins, and charts, listed above, the *Schools' Division of the Experimental Union* sends *Instruction Sheets* with the planting material sent out for school gardening purposes. Additional copies of these are sent free for pupils' use.

| | | |
|--------|------|---|
| No. 1, | 1912 | School Experiment with Lettuce. |
| No. 2, | 1912 | School Experiment with Onions. |
| No. 3, | 1913 | School Experiment with Beets. |
| No. 4, | 1913 | School Gardening Experiments and Demonstrations. |
| No. 5, | 1913 | School Progress Club Organizations and Instructions for Canning for Girls' Canning Clubs. |
| No. 6, | 1913 | Corn Clubs for Ontario Schools. |

NOTE.—These *Agricultural Education Bulletins* are addressed in accordance with the school addresses furnished by School Inspectors, as follows:—

TO THE TEACHER,

S. S. No. 1 Esquesing Tp.,

MANSEWOOD P.O.,

HALTON CO.

ONT.

Teachers who are not receiving copies regularly should make inquiries of postmasters or rural route mail carriers. If the back numbers cannot be traced, please report to the *Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph.*